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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the effects of verbal and nonverbal affiliation on initial interactions between handicapped and nonhandicapped persons during employment interviews; (2) organizational climate and informal interactions in elementary schools; (3) educational management; (4) coordinated management of meaning; (5) audit seniors' upward communication decisions in selected audit contexts; (6) the rhetoric of the modern organization; (7) personal orientations to power and communication behavior in organizations; (8) the influence of communication management on organizational communication climate in a university where a merger has occurred; (9) decision style, purpose of discourse, and direction of communication in accountants' writing; (10) organizational political image; and (11) organizational culture and organizational change. (FL)

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**EFFECTS OF VERBAL AND NONVERBAL AFFILIATION ON
INITIAL INTERACTIONS BETWEEN
HANDICAPPED/NONHANDICAPPED PERSONS DURING
EMPLOYMENT INTERVIEWS**

Order No. DA8303767

DAHNIKE, GORDON LEE, Ph.D. *Michigan State University*, 1982. 244p.

Purpose of this discourse is development and use of effective communication strategies to address the pressing problem of unequal employment opportunities for physically handicapped persons. It

represents an initial attempt to build substantive, deductive theory from which to conduct empirical research focusing on dyadic interactions between handicapped/nonhandicapped persons. Based on current developments in interpersonal communication, a first approximation of axiomatic theory and a recursive model are proposed, adopting an uncertainty reduction paradigm. Fifteen theorems deduced from the theory were tested via exploratory research in an actual employment interview context.

Four verbal and four nonverbal behaviors were manipulated simultaneously at three levels of congruency to form a composite index of the primary, independent variable, verbal/nonverbal affiliation. Two types of dyadic interaction, nonhandicapped/nonhandicapped and handicapped/nonhandicapped, comprised the second independent factor, suggestive of a two-by-three factorial design. Two-way ANOVA procedures were used to assess main and conjoint effects of these predictors on five independent variables: communicative certainty, state anxiety, interpersonal attraction, perceived interpersonal attraction and perceived state anxiety. One hundred and forty-four participants were exposed to a videotape record of the stimulus message during one hour, standardized employment interviews.

Four of five theorems predicting a main effect from verbal/nonverbal affiliation received full or partial support. Predicted linear effects attributable specifically to the presence of a handicapped person in dyadic contexts did not typically occur. Several conjoint effects emerged contrary to prediction, indicating that relations among these variables are more complex than the linear associations hypothesized. Some evidence was found suggesting that nonhandicapped receivers do not respond in the same manner to incongruent verbal/nonverbal messages in general or nonverbal affiliative cues in particular when the source is a handicapped versus nonhandicapped counterpart.

**ORGANIZATIONAL CLIMATE AND INFORMAL ADULT
INTERACTIONS IN ELEMENTARY SCHOOLS**

Order No. DA8228979

DeSANCTIS, MARK EMMETT, Ph.D. *Syracuse University*, 1982. 155pp.

The purpose of this study was to investigate the character and nature of informal adult interactions and their relationship to organizational climate in suburban elementary schools. Data were obtained through the administration of the *Organizational Climate Index* (OCI), and the *Interactive Event Inventory* (IEI). The elementary schools were selected from suburban school districts in Central New York State.

The OCI was administered in sixteen elementary schools to 336 teachers. The three schools scoring highest on Development Press (which measures the "openness" of organizational climate) and the three schools scoring highest on Task Effectiveness (which measures the "closedness" of organizational climate) moved into the second phase of the data collection. The IEI was administered to 129 teachers in the six schools. The IEI elicits information on the characteristics of informal communication interactions.

The t-test of statistical significance was used to determine basic differences between the two school groups. Additionally, Analysis of Variance, Discriminant Function Analysis, Friedman's Analysis of Variance by Ranks and Pearson's Correlation Coefficient were used to analyze the data.

Significant differences ($p < .05$) were found between "more open" climate schools and "more closed" climate schools on the number of informal interactive events engaged in, the purpose for the interaction, and the importance rating given to each interaction. No significant differences were found among the interaction variables and the sex of the teacher or the number of years of teaching experience.

Teachers from a "more open" organizational climate schools reported engaging in more task-oriented (instructional or instructional-related) interactions than did the teachers from schools with a "more closed" organizational climate. Interaction patterns of informal communication were found to be significant ($p < .05$) in schools with a "more open" climate. No significance in the pattern of informal communication was found to exist in schools with a "more closed" organizational climate.

Low range, yet significant, relationships were found to exist between task-oriented interactions and the OCI factors of Intellectual Climate, Achievement Standards, Personal Dignity and Organizational Effectiveness in "more open" climate schools. Slight, if any, relationships on the above-mentioned OCI factors were found in schools with "more closed" organizational climates.

**EDUCATIONAL MANAGEMENT: A THEORY OF EFFECTIVE
ORGANIZATIONAL COMMUNICATION THROUGH AN
UNDERSTANDING OF A PHENOMENOLOGICAL PERSPECTIVE
OF HUMAN BEHAVIOR**

Order No. DA8301152

GROVES, DONALD SCOTT, Ed.D. *University of Northern Colorado*, 1982. 206pp.

The purpose of this dissertation was to construct a theory of educational management which can be practiced by a school principal to build a positive work climate for professional and auxiliary staff.

Chapter I, "Introduction," acquainted the reader with the discipline of theory building. The chapter commenced with a discussion regarding the distinction between theory building and theory verification. It continued with an explanation of the basic components of a theory. Chapter II, "An Overview of Management Thought," provided the reader with an overview of concepts and ideas in management which represent the change and thrust from the mid nineteenth century to the present. At the end of the chapter the strengths and weaknesses of the different schools of thought were discussed. Chapter III, "Basic Assumptions Regarding Human Behavior," delineated a basic framework for describing and understanding human behavior and motivation. Chapter IV, "Basic Assumptions Regarding Organizational Communication in Educational Settings," examined the communication functions, messages and channels.

With the previous chapters providing a broad base of information, Chapter V, "The Person Centered Theory of Educational Management," presented three concepts for a school principal to promote a positive working climate. These concepts were: (1) Supportive interpersonal communication among all staff members. (2) Psychological health of every staff member. (3) A decision making model which includes staff as an integral part of the process. Four laws were posited which explain the interrelationship between the three concepts; they were: (1) The amount of trust among individuals in the organization will increase as a result of the frequency of supportive states of communication. (2) The quality of input in decision making will improve in relation to the frequency of supportive states of interpersonal communication. (3) The psychological health among individuals in the organization will improve the more they trust one another. (4) Self-esteem will develop within the individuals of the organization as a result of using an open system process of decision making.

Chapter V concluded with suggestions for further theory building and verification.

COORDINATED MANAGEMENT OF MEANING: AN EMPIRICAL INVESTIGATION OF COMMUNICATION AND PRODUCTIVE ACTION IN TWO ORGANIZATIONS

Order No. DA8309334

LAIRD, PEGGY ANGELA, Ph.D. *University of Kansas*, 1982. 177pp.

A rules approach was used to study organizational communication and productivity. This descriptive field study involved interviews of a stratified sample of employees of each of two organizations and a field experimental study. In the experimental study, all employees of both companies were given four ideal typical interactions between superior and subordinates as stimulus material, and 16 scalar measurement items measuring reactions to various rule dimensions relating to each episode. Answers on the scalar measurement items were analyzed for variance by position, age, sex, tenure, and unit productivity level.

Research questions included: (1) Are there rules regarding productive communication on which there is organizational consensus?; (2) How does rule consensus regarding productive communication and the structures of those rules vary among groups within the organization?; (3) What implications do these differences among organization subgroups have for organizational productivity?; (4) What is the relationship between communication and productivity within an organization?; and (5) How does rule consensus regarding productive communication vary across organization?

Five conclusions were drawn: (1) Male and female employees employ rule structures differently; (2) The bulk of constitutive rule content varied between the two companies; (3) Constitutive rules differed from the rules as they were operationally applied; (4) More and less productive units within each company varied on the stringency of evaluation and the awareness of alternative productive actions; and (5) The research methods used in this study are a viable means of describing the social construction process.

AN INVESTIGATION OF AUDIT SENIORS' UPWARD COMMUNICATION DECISIONS IN SELECTED AUDIT CONTEXTS

Order No. DA8229398

LATHAN, MALCOLM HARVEY, JR., Ph.D. *The University of North Carolina at Chapel Hill*, 1982. 325pp. Supervisor: Lewis F. Davidson

The purpose of the dissertation was to investigate the nature of substandard auditor behavior and audit seniors' upward communication decisions to their superiors. It was argued that certain factors in the auditors' work environment increase the likelihood that they will engage in substandard behavior.

A set of five experiments were developed in which the following combinations of independent variables were examined: quality control system and performance evaluation system; budget system and type of engagement; significance of area under examination and client-imposed deadline; trust in manager and manager's fate control; and results of prior engagement and openness of communication channels. Perceptions of own actions and perceptions of the actions of other auditors were examined in all five experiments as well. These variations constituted treatments in a 2⁵ complete factorial design.

The experiments were administered in a controlled setting to a sample of audit seniors employed by two CPA firms. Each subject was asked to evaluate either his probable actions or the probable actions of a typical audit senior for five hypothetical audit situations. The alternatives presented to subjects included actions considered to be both acceptable and substandard in the research. Subjects' responses to these actions were used as dependent measures. The data gathered from subjects was utilized to accomplish two research objectives.

The first objective was to test the effects of selected variables on the tendency of audit seniors to provide inaccurate information to audit managers about the extent of work performed during the conduct of an audit engagement. Subjects consistently indicated that other auditors were more likely to perform in a substandard manner than they personally were. Responses for the other factors were generally in the predicted direction.

The second objective was to test the effects of selected variables on the tendency of audit seniors to suppress negative information from superiors during the conduct of an audit engagement. Subjects indicated that they were more likely than other auditors to bring disagreements with their immediate superior to the attention of another superior for resolution.

THE RHETORIC OF THE MODERN ORGANIZATION

Order No. DA8309168

MCMILLAN, JILL JORDAN, Ph.D. *The University of Texas at Austin*, 1982. 272pp. Supervisor: Professor Roderick P. Hart

While scholars have been fascinated by the public words of individuals and insurgent groups within society, the rhetoric of the established institution has been largely ignored. This study seeks to fill that void by exploring the rhetorical correlates of those organizations within society which have endured. Specifically, I hoped to discover the means by which organizations shape and adjust the world views of their members.

Utilizing content analytic procedures, I examined the official public organs of four sociologically diverse organizations for a fifteen-year period, 1965-1980. Blending rhetorical, sociological, and organizational theory, I constructed critical probes designed to penetrate every conceivable area of the organization's public communication environment.

I found organizations to be both implicitly and explicitly rhetorical. Not only do they seek to shape and continually adjust the thinking of their constituents, they do so in common ways. For example, during quiet periods of organizational life, they use their public talk to address problems of Image, Internal Maintenance, and Interfacing. Constrained by two significant audiences, organizations face the critical adaptation process of mobilizing the internal membership and keeping them tied emotionally to the system while attempting to project a compelling and competitive image to the external environment from which it must extract a market for its product and the energy which is its life blood.

During turbulent environmental periods, organizations also display common rhetorical strategies: they report the troublesome exigence, officially recognize it, accelerate talk in its direction, make official pronouncements about it, rearticulate the basic character of the organization, and then, over-correct in an Establishmentarian direction.

Besides the rhetorical commonalities of organizations, I found them to be separate and unique entities as well, whose public talk is highly compelled and constrained by their technologies. The combined triumphs and tragedies of these four separate organizations yielded the rhetorical profile of the modern organization which may hopefully lay the ground work for a theoretical formulation of group discourse. Specifically, I found that the organization which is rhetorically sophisticated demonstrates rhetorical proficiency in complexity, economy, empowerment, longevity, responsiveness, forecasting, and image.

PERSONAL ORIENTATIONS TO POWER AND COMMUNICATION BEHAVIOR IN ORGANIZATIONS

Order No. DA8229129

PIER, JUDITH CLAIRE, Ph.D. *University of Denver*, 1982. 174pp.

The present investigation was a descriptive field study designed to identify communication correlates of personal orientations to power. The primary objective of the study was to test the theoretical proposition that there is a lawful relationship between power and communication behavior. A secondary objective was to further validate a measurement instrument, The Power Orientation Scale (Goldberg, Cavanaugh, & Larson, 1980).

Subjects for the study were 54 supervisors whose ongoing relationships with subordinates supplied a source of evaluation of communication behaviors. A purposive, non-random sampling procedure was devised to select subjects from three business organizations in nationally diverse geographic locations.

Two measurement instruments were used: Personal attitudes and beliefs about power were measured by the Power Orientation Scale, which indicated the degree to which a subject manifests each of six orientations to power. Communication behavior was described by the Resuch, Block, and Bennett (1953) He-Me Interaction Scale, which provided an assessment of each subject's interaction with his or her subordinate. The Power Orientation Scale was administered to supervisors, yielding six power orientation scores for each subject. The He-Me Interaction Scale was given to a subordinate who described his or her supervisor's communication behavior on 50 dimensions.

The research hypotheses predicted (1) that there would be significant relationships between each of the six power orientations and the communication behavior described by the six Interaction Item Clusters, and (2) that patterns of communication behaviors reflected in the Interaction Item Clusters would differ for two specific power

orientations: Power as Resource Dependency and Power as Control and Autonomy. The degree of relationship between Power Orientations and Interaction Item Clusters was assessed by computing Pearson Product-Moment correlations of supervisors' scores on the two measures used in the investigation.

The findings partially supported the position that communication is related to personal orientations to power. Two low correlations, significant at $p < .05$, were obtained: Power as Good was found to be negatively associated with Confrontive Communication behaviors. Power as Charisma was found to be positively associated with Supportive Communication. No support was obtained for the hypothesized relationships between patterns of communication behavior and Power as Resource Dependency or Power as Control and Autonomy.

THE INFLUENCE OF COMMUNICATION MANAGEMENT ON ORGANIZATIONAL COMMUNICATION CLIMATE IN A UNIVERSITY WHERE A MERGER HAS OCCURRED

Order No. DA8301370

POAG, LOIS ANN, Ph.D. *Howard University*, 1981. 211pp.

This research examined the perception of administrators and faculty concerning communication management and organizational communication climate variables within three colleges of a university where a merger had occurred. The investigation sought to identify administrators' perceptions of communication management variables; to describe specific communication management methods or styles; and to determine the communication management factors which characterize satisfying work environments for faculty. A grid methodology was used to generate perceptual type data and semantic differential type data for specified manager/administrator types. Clustering techniques were employed to identify important constructs associated with communication management and communication climate for individuals and groups. The results suggest that for administrators as a group, communication management is a clearly defined concept which encompasses the appropriate use of the functional dimensions of communication, effective personal communication skills, and personal characteristics such as honesty and charisma. Four very distinct communication management styles are identified. Overall, the faculties of the three schools were found to be very similar in their perceptions of communication management and organizational communication climate. The following conditions are identified as the most important components of a satisfying work environment: (1) administrators

must be perceived as competent leaders and managers; (2) there must be opportunities for faculty to achieve self-actualization; (3) people in the work group must appear to be secure and self-confident; (4) faculty must be informed about situations which affect them; and (5) faculty and administrators alike must exhibit effective personal communication skills. Based on these results, it is hypothesized that particular styles of communication management could be more effective than others in alleviating the myriad problems associated with university mergers. These styles must involve the direction and control of organizational encounters such that some of the negative anticipations and predictions made by organizational members may be revised in light of positive and productive interpersonal interactions. Recommendations for future research are also presented.

DECISION STYLE, PURPOSE OF DISCOURSE, AND DIRECTION OF COMMUNICATION: THE IMPACT ON WRITING STYLES OF SELECTED ACCOUNTANTS IN A BIG EIGHT ACCOUNTING FIRM

PYTLIK, BETTY PARSONS, Ph.D. *University of Southern California*, 1983. Chairman: Professor W. Ross Winterowd

To measure written discourse effectiveness, we must learn what makes certain language choices effective or ineffective for a given purpose and context. First, however, we must describe discourse generated in specific contexts, for specified purposes, and specific readers. To this end, this study describes style in 67 internal memoranda written by 7 junior-level accountants in a Big Eight accounting firm. Influenced by the work of Milic and Halliday and Hasan and insights from sociolinguistics, the discourse analysis

framework developed for the study identifies preferences for selected cohesive devices (reference items, verbs and voices, grammatical subjects), elements of coherence (conjunctions and sentence openers), and elements from which reader-writer relationships can be inferred (hedges, modals, pronouns of address, formulaic expressions). Writers' linguistic choices were examined in relation to (1) their decision style preferences, identified through Rowe's Decision Style Inventory; (2) purposes of discourse, identified by 3 trained raters; and (3) directions of communication, identified by the writers.

Results. Choices and frequencies of cohesive devices were more strongly influenced by the 3 variables than were elements of coherence and items that imply reader-writer relationships. Writers' decision styles influenced linguistic choices least. Although only 4 of 12 combinations of dominant and back-up decision styles were represented in the 7 accountants, linguistic choices of Analytic-Directive stylists differed substantially from those of other stylists, suggesting a relationship between decision and writing styles.

Patterns in stylistic choices were apparent in memoranda classified by purpose. As expected, recommendations and requests shared the most features; over half of the total reader-writer relationship items appeared in recommendations and requests. Direction of communication also influenced accountants' linguistic choices, with obvious differences among grammatical subjects of main clauses.

Recommended Research. Further research to answer these questions is recommended: (1) How do linguistic features differ in discourse written (a) in other professions, (b) for other purposes, (c) for other directions of communication, (d) in other modes, such as letters soliciting clients and auditing reports, and (e) by other decision stylists? (2) To what extent is sharer/knowledge assumed? (3) How does it influence writers' consideration of audience, purpose, and style? (4) How can we help students focus their purposes and consider their audiences?

ORGANIZATIONAL POLITICAL IMAGE: A STRUCTURATIONIST COMMUNICATION ANALYSIS

Order No. DA8306502

RILEY, PATRICIA, Ph.D. *The University of Nebraska - Lincoln*, 1982. 209pp. Co-Advisers: Gustav Friedrich, Vincent DiSalvo

The study investigates organizational politics as a contextual communication phenomena. The theory of structuration is utilized as a framework for the analysis--a theory whose central concept is that human action exists only in interaction. The study develops an institutional perspective of political images with a focus on the language of organizational politics and politicians.

The sample is composed of 20 respondents from each of two highly professional organizations--one routinized and one non-routinized (which are similar in most other major respects). The taped interview data is explored through a thematic quantitative content analysis and an interpretive structurationist analysis.

There is some supporting data that members of the non-routinized organization (NR) find their firm more political than do the members of the routinized organization (R). The over-arching political image of R is that of a non-political "techno-rational bureaucracy" while the image of NR is predominantly one of "winning the game."

The content analysis focuses on three types of political symbols (verbal, action, and material) and on three structuring processes of institutions (signification, legitimation, and domination). NR members are far more loquacious in their use of political symbolic themes than the R members and show more discursive penetration (signification structures). Few differences were found at the higher levels (partner and manager), with much larger differences seen at the lowest level (consultant).

The qualitative analysis' most important finding is that subgroups of the same organization can have extremely different political images (sub-culture) from other sub-groups. These disparities suggest that attitudes toward office politics are highly normative and differ according to the sub-group and situation, which may account for the ambivalent findings in prior research. In addition, the game metaphor is pre-eminent in both firms--players, rules, and scores which determine the political behaviors that are acceptable in a given situation.

The two organizations are composed of competing structures; sometimes they create diversity and sometimes they maintain

flexibility. They often, however, simultaneously produce distinct images (e.g., public versus private goals). The discrepancy between NR's image of teamwork and its reward system--which fuels competition--is instructive of the complexity of institutional structuring mechanisms.

AN ANALYSIS OF ORGANIZATIONAL COMMUNICATION AUDIT PROCEDURES USING SEMANTIC DIFFERENTIAL AND CONTENT ANALYSIS TECHNIQUES Order No. DA8302010
SEEMANN-JONES, MARILYN DEE, Ph.D. *University of Minnesota*, 1982. 123pp.

Experts in organizational communication have stated that more research needs to be conducted in this area utilizing less subjective research designs. Most studies in organizational communication have used questionnaires as data collection instruments.

This study examined effectiveness of organizational communication by comparing the results of an audit (content analysis) with a survey questionnaire. The audit was used to provide an objective measure. The primary research question was whether or not the two methods would produce the same results.

Participants were Special Education and Occupational Education teaching staffs and administrators at Onondaga-Madison BOCES (a regional service unit) in New York State.

The major conclusion of this study would lie with the result of the central question comparing the audit and questionnaire techniques. Both techniques showed that communication from BOCES administrators to the staff was not completely satisfactory. A general conclusion based on this study is that questionnaires generate as reliable results as does a communication audit.

Additional conclusions in summary are: (1) Administrators felt that their communication was effective and useful. The teaching staffs did not agree. (2) Special Education and occupational education teachers are quite different from each other in their preferences of communication topics. (3) Most teachers prefer communication from Administrators on inservice topics, personnel matters, statutes and regulations, and employee benefits.

THE PERCEPTIONS OF TEACHERS TOWARD FACTORS OF MOTIVATION TO WORK WHO ARE GROUPED ACCORDING TO THE WAY IN WHICH THEY PERCEIVED THE ORGANIZATIONAL CLIMATE IN THEIR SCHOOL

Order No. DA8228077

SHAPIRO, MICHAEL LAWRENCE, Ed.D. *North Texas State University*, 1982. 138pp.

The problems of this study, using secondary teachers in selected schools in Region X, Texas, was to determine (a) How teachers perceived the climate in their school using the Organizational Climate Description Questionnaire (OCDQ); (b) how teachers perceived factors of motivation to work using the Educational Work Components Study questionnaire (EWCS); (c) whether or not teachers who perceived the climate similarly had different perceptions concerning factors of motivation to work.

A sample of 600 secondary teachers in Service Center Region X, Texas, was selected to participate, of which 422 completed and returned the two questionnaires (Organizational Climate Description Questionnaire and Educational Work Components Study).

Procedures and prototypic climate profiles developed by Halpin and Croft were used to determine teachers' perceived climate. Each of the six "climate groups" of teachers was matched with its EWCS subscale scores. Six one-way analyses of variance were utilized to determine whether there were significant differences in teachers' perceptions regarding factors of work motivation according to how they perceived school climate.

Teachers in the sample perceived school climates as follows: Ninety-five perceived open, fifty-seven autonomous, eighty-two controlled, forty-two familiar, forty-four paternal, and 102 closed. Teachers had highest mean scores on Educational Work Components Study factors one and six, and lowest scores on factors three and five. Teachers' mean scores concerning the Educational Work

Components Study work motivation factors were not significantly different among teachers classified by their perceptions of school climate. Therefore, the hypothesis could not be accepted. Secondary teachers motivation to work is not affected by their perceptions of school climate. Therefore, the hypothesis could not be accepted. Secondary teachers motivation to work is not affected by their perceptions of the organizational climate of the schools in which they are employed.

ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CHANGE: A CASE STUDY OF POWER AND UNCERTAINTY IN A UNIVERSITY SETTING

Order No. DA3224653

WILLICOMBE, JOAN, Ph.D. *University of California, Santa Barbara*, 1982. 337pp.

The relationship between culture and power in organizations is the focus of this dissertation. The purpose of the research is to understand, through examining subcultures within an organization, the processes by which employees determine conditions of their work. The term "culture" refers to the knowledge, values and beliefs which members develop in interaction with work operations.

In the literature, uncertainty has been associated with power, and provides a conceptual lever with which power is studied. Uncertainty is construed herein as a subjective phenomenon "made" by members as they interpret events. Power is the capacity to effect resolution of uncertainty so that a desired outcome is achieved.

Field research methodology was used to investigate the problem. The implementation of a major change involving computing technology was studied over a seven month period. This change forced articulation of employees' stocks of knowledge and led to the generation of uncertainty.

The research found power to be a process arising out of and defined by unique situations, and consisting of two faces--control and the exercise of power. As organizational members apply their knowledge to a change, they construct uncertainty regarding their desired outcomes and strategies for its resolution. If their consequent actions impose constraints on other subgroups' achievement of desired outcomes, a network of control inherent in the ruled organizational structure is activated. To resolve subsequent uncertainty members bring issues to incumbents of positions in the organization which the rules define as possessing the capacity to effect resolution.

The raising of issues is a process involving the use of information. What information is available to members, and how they use it to construct action strategies and address the knowledge of incumbents in control, is a major factor in the resolution of uncertainty.

PERCEPTIONS OF ORGANIZATIONAL CLIMATE OF ELEMENTARY REGULAR AND SPECIAL EDUCATION TEACHERS

Order No. DA8229333

YORK, JUDITH ANN, Ph.D. *Southern Illinois University at Carbondale*, 1982. 117pp. Major Professor: Dr. Dale E. Kaiser

The organizational climate under which teachers operate has a major effect on teacher performance. The purpose of this study was to determine if differences in perception of organizational climate existed between elementary regular and special education teachers. Special education teachers selected were employed and placed through either local school districts (Franklin-Jefferson Special Education Cooperative) or by the special education cooperative administrative unit (Kaskaskia Special Education Cooperative). It was necessary to examine other variables that also affect perceptions of climate by differences in sex, age, years of experience in education and size of school enrollment.

Two hundred teachers from five counties were selected and evenly divided to represent one-hundred regular elementary and one-hundred special education teachers. Teachers were chosen from sixty-one schools by equal stratification of primary and intermediate elementary teachers and by the number of special education staff members assigned to the building.

Two-hundred copies of Halpin and Croft's Organizational Climate Description Questionnaire were mailed to participants allowing four weeks return by mail. Sixty-six percent of the questionnaires were returned and submitted for scoring and analyzing through frequency analysis and chi-square examination.

A summary of respondent information indicated more elementary teachers reported closed building climates than special education teachers. More special education teachers from districts utilizing two different employment practices found a greater number of closed climates than districts utilizing local employment and placement. A greater number of open building climates were reported by teachers who were older, employed a greater number of years and within a building with smaller school enrollment.

It was recommended further studies be undertaken to include a larger, more diverse, demographic population including other categories of teachers employed by different employment practices. Local district school boards should consider employment of special education teachers whenever possible.

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